



August 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Comprehensive Assessment System is the State's measure of student progress in achieving the State standards known as *Learning Results*. The Maine Educational Assessment (MEA) is administered in grades 3 through 8 to meet these state assessment requirements. Since the spring of 2006, the SAT Reasoning Test™ (SAT) has been administered to students in their third year of high school in place of the MEA for state and federal purposes. The move from the MEA to the SAT in grade 11 was made to encourage all students in the goal of attaining college and high-level workplace readiness as well as to measure academic achievement. This year, the mathematics portion of the SAT Reasoning Test™ was augmented with 11 additional mathematics items (the Math-A test) to more fully measure Maine's *Learning Results*. The assessment continues to include science testing, which resumed last year after a two-year hiatus. The combined set of tests comprises the Maine High School Assessment (MHSA).

These 2008-2009 Maine High School Assessment Summary Reports contain the results of student performance in critical reading, mathematics, writing, and science reported according to the academic standards described above and disaggregated by student and school characteristics. The MHSA achievement level standards for the 2009 critical reading, writing, mathematics and science sections of the MHSA were determined by Maine educators with specific expertise within the content areas. This report, together with individual student and subject-specific student roster reports, provides support for use in program evaluation and planning. All scores contained in these reports are included for Maine state and federal reporting purposes only. While scores from the SAT may also be used for college admission by most students, they may not be used for that purpose if a student received accommodations during the test administration that exceeded those made available by the College Board.

These results reflect scores based on SAT, Math-A, and Science test questions that were taken by over 15,000 students who were enrolled in their third year of high school across all Maine public schools. The MHSA employs an assessment design that requires students to create a written response to a writing prompt, generate answers to open-ended mathematics and science questions, and in all subjects, select answers to multiple-choice questions. More information about the design, history, and use of the SAT can be found at: http://www.maine.gov/education/sat_initiative/.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and graduate from any Maine high school prepared for college, career, and citizenship.

Sincerely,

Susan A. Gendron
Commissioner of Education



High School Report

Test Date: May 2009
Code: 11481383
SAU: Sanford School Department
School: Sanford High School

Contents of the Report

The report is divided into six main sections including a section describing the students tested and a separate section for the results in each content area.

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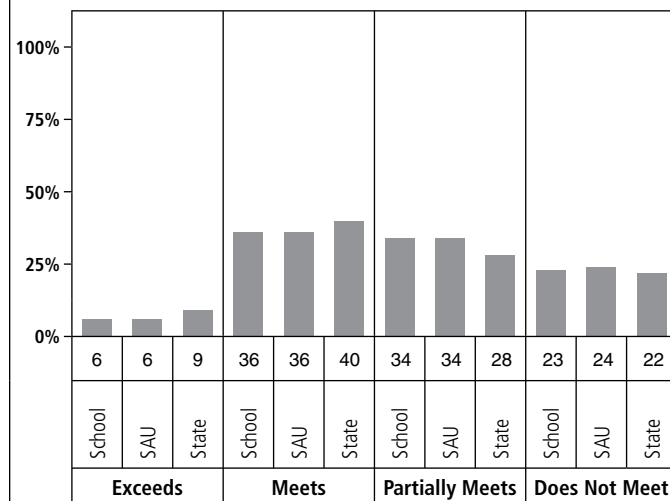
SUMMARY OF SCORES

Test Date: May 2009
SAU: Sanford School Department
School: Sanford High School

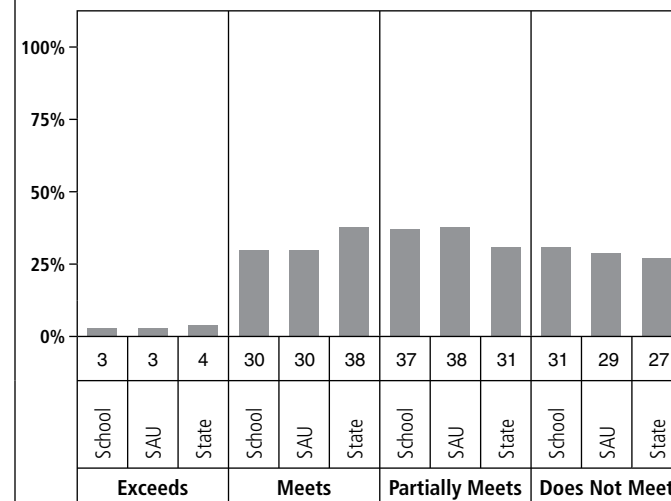
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
Critical Reading			
2006–2007	1137	1137	1141
2007–2008	1136	1136	1141
2008–2009	1139	1139	1141
Cum Average*	1137	1137	1141
Mathematics			
2006–2007	1140	1140	1140
2007–2008	1139	1139	1141
2008–2009	1139	1139	1141
Cum Average*	1139	1139	1141
Writing			
2006–2007	1137	1137	1141
2007–2008	1136	1136	1140
2008–2009	1137	1137	1140
Cum Average*	1137	1137	1140
Science 2008–2009**	1138	1138	1140

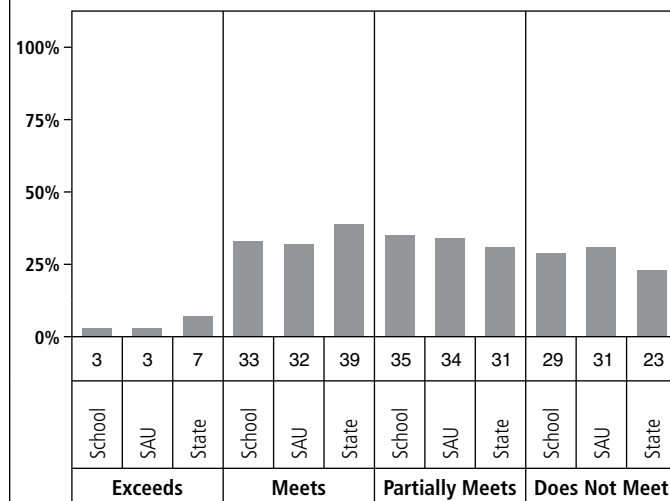
CRITICAL READING



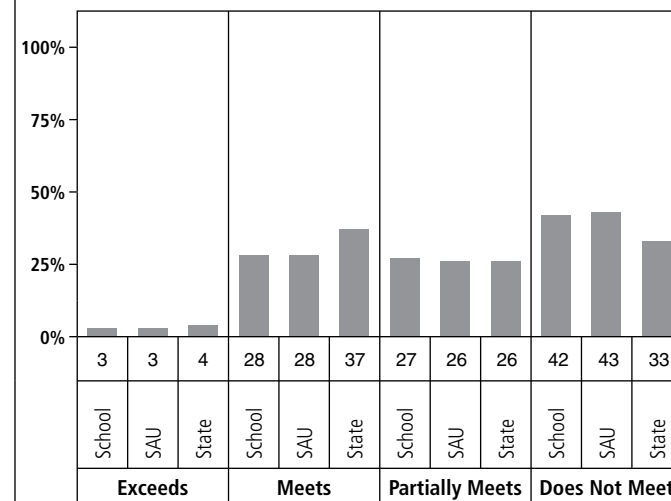
MATHEMATICS



WRITING



SCIENCE



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

**Because science standards were reset in May 2009, no historical data are available.

SUMMARY OF STUDENT PARTICIPATION

Test Date: May 2009
SAU: Sanford School Department
School: Sanford High School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
	School		SAU		State		Critical Reading						Mathematics						Writing						Science					
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Total number of students	336	100	315	100	15632	100	304	90	285	90	14928	96	321	96	300	95	15274	98	306	91	285	90	14926	96	311	93	288	91	15079	97
Ethnicity African American/Black	1	0	1	0	341	2	0	0	0	0	310	91	0	0	0	0	322	95	0	0	0	0	309	91	0	0	0	0	317	93
American Indian or Native Alaskan	1	0	0	0	111	1	1	100	0	0	101	91	1	100	0	0	107	96	1	100	0	0	101	91	1	100	0	0	103	93
Asian or Pacific Islander	7	2	7	2	241	2	7	100	7	100	221	92	7	100	7	100	229	95	7	100	7	100	221	92	7	100	7	100	227	94
Hispanic	6	2	6	2	166	1	5	83	5	83	156	94	6	100	6	100	162	98	5	83	5	83	156	94	6	100	6	100	155	93
Caucasian/White	321	96	301	96	14773	95	291	91	273	91	14140	96	307	96	287	95	14454	98	293	91	273	91	14139	96	297	93	275	91	14277	97
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	42	13	42	13	2327	15	30	71	31	74	2108	91	39	93	39	93	2200	95	30	71	29	69	2099	91	37	88	35	83	2140	92
Current LEP	3	1	3	1	262	2	3	100	3	100	232	89	3	100	3	100	246	94	3	100	3	100	231	88	3	100	3	100	240	92
Economically disadvantaged	131	39	127	40	4634	30	107	82	103	81	4263	92	119	91	115	91	4451	96	108	82	104	82	4262	92	113	86	109	86	4383	95
Migrant	0	0	0	0	5	0	0	0	0	0	4	80	0	0	0	0	5	100	0	0	0	0	4	80	0	0	0	0	5	100

MODE OF PARTICIPATION ³	Critical Reading						Mathematics						Writing						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Participation without accommodations	286	85	264	84	13079	84	302	90	278	88	13417	86	288	86	266	84	13084	84	293	87	269	85	13288	85
Identified disability (PET/IEP)	17	6	15	6	727	6	25	8	22	8	814	6	17	6	15	6	725	6	23	8	20	7	802	6
LEP	3	1	3	1	170	1	3	1	3	1	181	1	3	1	3	1	170	1	3	1	3	1	177	1
504 plan	3	1	2	1	238	2	3	1	2	1	245	2	3	1	2	1	238	2	3	1	2	1	241	2
Participation with accommodations	16	5	17	5	1626	10	17	5	18	6	1636	10	16	5	17	5	1624	10	16	5	17	5	1579	10
Identified disability (PET/IEP)	11	69	12	71	1158	71	12	71	13	72	1165	71	11	69	12	71	1156	71	12	75	13	76	1126	71
LEP	0	0	0	0	56	3	0	0	0	0	59	4	0	0	0	0	55	3	0	0	0	0	57	4
504 plan	0	0	0	0	79	5	0	0	0	0	79	5	0	0	0	0	80	5	0	0	0	0	77	5
Other	5	31	5	29	360	22	5	29	5	28	360	22	5	31	5	29	360	22	4	25	4	24	345	22
Participation through alternate assessment (PAAP)	2	1	4	1	223	1	2	1	4	1	221	1	2	1	2	1	218	1	2	1	2	1	212	1
Identified disability (PET/IEP)	2	100	4	100	223	100	2	100	4	100	221	100	2	100	2	100	218	100	2	100	2	100	212	100
LEP	0	0	0	0	6	3	0	0	0	0	6	3	0	0	0	0	6	3	0	0	0	0	6	3
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0																		
Approved non-participation – special consideration	0	0	0	0	24	0	0	0	0	0	34	0	0	0	0	0	24	0	0	0	0	0	26	0
Non-participation – other	32	10	30	10	680	4	15	4	15	5	324	2	30	9	30	10	682	4	25	7	27	9	527	3

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

CRITICAL READING RESULTS

Test Date: May 2009
 SAU: Sanford School Department
 School: Sanford High School

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the reading standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within reading at the grade level assessed. Evidence includes responses to multiple-choice items in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws in-depth inferences, analyzes texts for subtle clues, synthesizes information across texts, and uses knowledge of text structures and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 1162-1180)	2006-2007	11	4	10	4	1168	8
	2007-2008	15	5	14	5	1184	8
	2008-2009	19	6	18	6	1339	9
	Cum. Total*	45	5	42	5	3691	8
Meets the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to increase comprehension. (scaled score 1142-1160)	2006-2007	99	34	93	35	5714	38
	2007-2008	90	32	84	32	5885	40
	2008-2009	109	36	100	36	5897	40
	Cum. Total*	298	34	277	34	17496	40
Partially Meets the Standards – The student's work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student's ability to use a variety of reasoning skills and prior knowledge varies depending on the texts as s/he draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to support comprehension. (scaled score 1130-1140)	2006-2007	93	32	87	33	4728	31
	2007-2008	70	25	67	26	4093	28
	2008-2009	103	34	94	34	4169	28
	Cum. Total*	266	31	248	31	12990	29
Does Not Meet the Standards – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often incorrect leaving the impression that the student found it difficult to use a variety of reasoning skills and prior knowledge as s/he draws inferences, identifies summary statements, connects ideas within and across texts, or uses knowledge of text structures and literary devices to support comprehension. (scaled score 1100-1128)	2006-2007	84	29	77	29	3444	23
	2007-2008	103	37	97	37	3417	23
	2008-2009	70	23	68	24	3255	22
	Cum. Total*	257	30	242	30	10116	23

CRITICAL READING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2009
SAU: Sanford School Department
School: Sanford High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	301	19	6	109	36	103	34	70	23	1139	280	6	36	34	24	1139	14660	9	40	28	22	1141
Ethnicity																						
African American/Black	0										0						303	3	23	27	47	1133
American Indian or Native Alaskan	1										0						100	5	27	30	38	1135
Asian or Pacific Islander	7	0	0	4	57	3	43	0	0	1140	7	0	57	43	0	1140	219	11	34	28	26	1141
Hispanic	5	1	20	0	0	4	80	0	0	1145	5	20	0	80	0	1145	151	3	34	33	30	1137
Caucasian/White	288	17	6	105	36	96	33	70	24	1139	268	6	36	32	25	1139	13887	9	41	28	21	1141
Not Reported	0										0						0					
Identified disability																						
Yes	27	0	0	1	4	4	15	22	81	1123	26	0	4	15	81	1123	1865	1	11	24	64	1127
No	274	19	7	108	39	99	36	48	18	1141	254	7	39	35	19	1140	12795	10	45	29	16	1143
Current LEP																						
Yes	3										3						225	0	9	22	68	1126
No	298	19	6	108	36	101	34	70	23	1139	277	6	36	33	25	1139	14435	9	41	29	21	1141
Economically disadvantaged																						
Yes	106	1	1	28	26	46	43	31	29	1135	102	1	27	41	30	1135	4120	3	30	32	35	1136
No	195	18	9	81	42	57	29	39	20	1141	178	10	40	29	21	1141	10540	11	44	27	17	1143
Migrant																						
Yes	0										0						3					
No	301	19	6	109	36	103	34	70	23	1139	280	6	36	34	24	1139	14657	9	40	28	22	1141
Gender																						
Female	154	12	8	54	35	56	36	32	21	1140	140	8	34	36	23	1139	7098	10	43	29	18	1142
Male	147	7	5	55	37	47	32	38	26	1138	140	5	38	31	26	1139	7562	9	37	28	26	1140
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						291	3	28	28	41	1135
No	301	19	6	109	36	103	34	70	23	1139	280	6	36	34	24	1139	14369	9	40	28	22	1141
Gifted/talented program																						
Yes	19	11	58	7	37	1	5	0	0	1160	19	58	37	5	0	1160	520	52	45	3	1	1161
No	282	8	3	102	36	102	36	70	25	1138	261	3	36	36	26	1137	14140	8	40	29	23	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

Test Date: May 2009
SAU: Sanford School Department
School: Sanford High School

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the mathematics standards for achieving Maine's *Learning Results*. Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within mathematics at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

STUDENTS AT EACH ACHIEVEMENT LEVEL

		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult or unfamiliar problems, and apply complex concepts. (scaled score 1162-1180)	2006-2007	4	1	4	1	578	4
	2007-2008	8	3	8	3	637	4
	2008-2009	8	3	8	3	596	4
	Cum. Total*	20	2	20	2	1811	4
Meets the Standards – The student's work demonstrates an understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to reason, analyze and solve problems, and apply concepts. (scaled score 1142-1160)	2006-2007	103	35	97	35	5481	36
	2007-2008	104	37	99	37	5508	37
	2008-2009	96	30	89	30	5674	38
	Cum. Total*	303	34	285	34	16663	37
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems and apply concepts. (scaled score 1134-1140)	2006-2007	110	38	101	37	4754	31
	2007-2008	93	33	85	32	5065	34
	2008-2009	117	37	111	38	4622	31
	Cum. Total*	320	36	297	35	14441	32
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and apply concepts. (scaled score 1100-1132)	2006-2007	76	26	72	26	4607	30
	2007-2008	79	28	77	29	3660	25
	2008-2009	97	31	87	29	4116	27
	Cum. Total*	252	28	236	28	12383	27

MATHEMATICS RESULTS BY REPORTING SUBGROUPS

Test Date: May 2009
SAU: Sanford School Department
School: Sanford High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	318	8	3	96	30	117	37	97	31	1139	295	3	30	38	29	1139	15008	4	38	31	27	1141
Ethnicity																						
African American/Black	0										0						315	1	15	29	56	1134
American Indian or Native Alaskan	1										0						106	1	20	31	48	1134
Asian or Pacific Islander	7	0	0	3	43	3	43	1	14	1140	7	0	43	43	14	1140	227	11	41	28	21	1144
Hispanic	6	0	0	3	50	2	33	1	17	1141	6	0	50	33	17	1141	157	1	27	25	46	1136
Caucasian/White	304	8	3	89	29	112	37	95	31	1139	282	3	29	38	30	1139	14203	4	39	31	27	1141
Not Reported	0										0						0					
Identified disability																						
Yes	36	0	0	2	6	7	19	27	75	1129	34	0	6	21	74	1129	1959	0	7	19	73	1130
No	282	8	3	94	33	110	39	70	25	1140	261	3	33	40	24	1140	13049	5	42	33	21	1142
Current LEP																						
Yes	3										3						239	0	14	24	62	1132
No	315	8	3	95	30	115	37	97	31	1139	292	3	30	37	30	1139	14769	4	38	31	27	1141
Economically disadvantaged																						
Yes	118	1	1	24	20	40	34	53	45	1136	114	1	21	34	44	1136	4306	1	24	33	42	1136
No	200	7	4	72	36	77	39	44	22	1141	181	4	36	40	20	1141	10702	5	43	30	21	1142
Migrant																						
Yes	0										0						4					
No	318	8	3	96	30	117	37	97	31	1139	295	3	30	38	29	1139	15004	4	38	31	27	1141
Gender																						
Female	162	4	2	46	28	64	40	48	30	1139	147	3	27	40	30	1139	7248	3	38	33	27	1140
Male	156	4	3	50	32	53	34	49	31	1139	148	3	33	35	29	1139	7760	5	38	29	28	1141
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						293	1	23	37	39	1137
No	318	8	3	96	30	117	37	97	31	1139	295	3	30	38	29	1139	14715	4	38	31	27	1141
Gifted/talented program																						
Yes	19	7	37	12	63	0	0	0	0	1158	19	37	63	0	0	1158	521	31	63	4	2	1157
No	299	1	0	84	28	117	39	97	32	1138	276	0	28	40	32	1138	14487	3	37	32	28	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

WRITING RESULTS

Test Date: May 2009
SAU: Sanford School Department
School: Sanford High School

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the writing standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within writing at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's responses demonstrate skillful ability to select clear, precise sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity, precision and overall effectiveness of a passage. The student's essay demonstrates an effectively developed and insightful point of view on the issue and outstanding critical thinking, with clearly appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 1162-1180)	2006-2007	8	3	8	3	937	6
	2007-2008	9	3	7	3	962	7
	2008-2009	8	3	8	3	1062	7
	Cum. Total*	25	3	23	3	2961	7
Meets the Standards – The student's responses demonstrate ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates an effectively developed point of view on the issue and strong critical thinking, with generally appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 1142-1160)	2006-2007	94	33	89	33	6167	41
	2007-2008	92	33	85	32	5564	38
	2008-2009	99	33	90	32	5706	39
	Cum. Total*	285	33	264	33	17437	39
Partially Meets the Standards – The student's responses demonstrate inconsistent ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a developed point of view on the issue and some critical thinking, but may do so inconsistently or with inadequate examples, reasons, or other evidence to support a position. The essay is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 1130-1140)	2006-2007	112	39	101	38	4723	31
	2007-2008	84	30	85	32	4679	32
	2008-2009	107	35	97	34	4487	31
	Cum. Total*	303	35	283	35	13889	31
Does Not Meet the Standards – The student's responses demonstrate limited ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a vague or seriously limited point of view on the issues and weak critical thinking, with inappropriate or insufficient examples, reasons, or other evidence to support a position. The essay is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interfere with understanding the message of the essay. (scaled score 1100-1128)	2006-2007	73	25	69	26	3227	21
	2007-2008	93	33	85	32	3376	23
	2008-2009	89	29	87	31	3408	23
	Cum. Total*	255	29	241	30	10011	23

WRITING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2009
SAU: Sanford School Department
School: Sanford High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	303	8	3	99	33	107	35	89	29	1137	282	3	32	34	31	1137	14663	7	39	31	23	1140
Ethnicity																						
African American/Black	0										0						302	2	22	32	44	1133
American Indian or Native Alaskan	1										0						100	2	23	35	40	1134
Asian or Pacific Islander	7	0	0	2	29	4	57	1	14	1138	7	0	29	57	14	1138	219	10	37	27	26	1141
Hispanic	5	1	20	1	20	3	60	0	0	1143	5	20	20	60	0	1143	151	4	29	32	35	1135
Caucasian/White	290	7	2	95	33	100	34	88	30	1137	270	3	32	33	32	1137	13891	7	40	31	23	1140
Not Reported	0										0						0					
Identified disability																						
Yes	27	0	0	0	0	4	15	23	85	1121	26	0	0	15	85	1121	1861	0	8	21	71	1125
No	276	8	3	99	36	103	37	66	24	1139	256	3	35	36	25	1138	12802	8	43	32	16	1142
Current LEP																						
Yes	3										3						224	0	8	28	64	1127
No	300	8	3	98	33	106	35	88	29	1137	279	3	32	34	31	1137	14439	7	39	31	23	1140
Economically disadvantaged																						
Yes	107	0	0	18	17	44	41	45	42	1132	103	0	17	39	44	1132	4121	2	27	33	38	1134
No	196	8	4	81	41	63	32	44	22	1140	179	4	40	32	23	1139	10542	9	44	30	18	1142
Migrant																						
Yes	0										0						3					
No	303	8	3	99	33	107	35	89	29	1137	282	3	32	34	31	1137	14660	7	39	31	23	1140
Gender																						
Female	156	6	4	55	35	62	40	33	21	1139	142	4	33	40	23	1139	7103	9	43	31	17	1143
Male	147	2	1	44	30	45	31	56	38	1135	140	1	31	29	39	1135	7560	6	35	30	30	1138
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						291	3	25	36	35	1135
No	303	8	3	99	33	107	35	89	29	1137	282	3	32	34	31	1137	14372	7	39	30	23	1140
Gifted/talented program																						
Yes	19	6	32	11	58	2	11	0	0	1157	19	32	58	11	0	1157	520	43	52	3	1	1159
No	284	2	1	88	31	105	37	89	31	1136	263	1	30	36	33	1135	14143	6	38	32	24	1139

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE RESULTS

Test Date: May 2009
SAU: Sanford School Department
School: Sanford High School

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the science standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within science at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 1162-1180)	2008-2009*	10	3	9	3	602	4
Meets the Standards – The student's work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 1142-1160)	2008-2009*	87	28	80	28	5431	37
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 1134-1140)	2008-2009*	82	27	74	26	3876	26
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (scaled score 1100-1132)	2008-2009*	130	42	123	43	4958	33

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Science Total Points	56	100	20.58	36.8	20.51	36.6	22.76	40.6
D. The Physical Setting	34	61	12.07	35.5	12.04	35.4	13.63	40.1
D1/D2 Earth/Space	14	25	5.56	39.7	5.50	39.3	6.05	43.2
D3/D4 Matter and Energy/Force and Motion	20	36	6.52	32.6	6.54	32.7	7.58	37.9
E. The Living Environment	22	39	8.51	38.7	8.47	38.5	9.13	41.5

The MHSA assesses students' science knowledge based on questions that measure the science accountability content standards highlighted in Maine's 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard D. The Physical Setting
D1 - Universe and Solar System
D2 - Earth
D3 - Matter and Energy
D4 - Force and Motion

Content Standard E. The Living Environment
E1 - Biodiversity
E2 - Ecosystems
E3 - Cells
E4 - Heredity and Reproduction
E5 - Evolution

SCIENCE RESULTS BY REPORTING SUBGROUPS

Test Date: May 2009
SAU: Sanford School Department
School: Sanford High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	309	10	3	87	28	82	27	130	42	1138	286	3	28	26	43	1138	14867	4	37	26	33	1140
Ethnicity																						
African American/Black	0										0						311	1	18	20	61	1133
American Indian or Native Alaskan	1										0						102	1	19	30	50	1135
Asian or Pacific Islander	7	0	0	3	43	1	14	3	43	1138	7	0	43	14	43	1138	225	5	40	20	36	1141
Hispanic	6	1	17	0	0	2	33	3	50	1139	6	17	0	33	50	1139	152	2	23	18	57	1136
Caucasian/White	295	9	3	84	28	78	26	124	42	1138	273	3	28	26	43	1138	14077	4	37	26	32	1141
Not Reported	0										0						0					
Identified disability																						
Yes	35	0	0	1	3	5	14	29	83	1129	33	0	3	15	82	1129	1928	0	9	18	72	1131
No	274	10	4	86	31	77	28	101	37	1139	253	4	31	27	38	1139	12939	5	41	27	28	1142
Current LEP																						
Yes	3										3						234	0	10	11	79	1129
No	306	10	3	85	28	82	27	129	42	1138	283	3	28	26	43	1138	14633	4	37	26	33	1140
Economically disadvantaged																						
Yes	113	1	1	17	15	29	26	66	58	1134	109	1	16	25	59	1134	4264	2	24	26	47	1136
No	196	9	5	70	36	53	27	64	33	1141	177	5	36	27	33	1141	10603	5	41	26	28	1142
Migrant																						
Yes	0										0						4					
No	309	10	3	87	28	82	27	130	42	1138	286	3	28	26	43	1138	14863	4	37	26	33	1140
Gender																						
Female	155	4	3	44	28	34	22	73	47	1138	140	3	26	21	49	1138	7179	2	32	29	37	1139
Male	154	6	4	43	28	48	31	57	37	1139	146	3	29	30	37	1139	7688	6	40	23	30	1142
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						287	2	23	26	49	1136
No	309	10	3	87	28	82	27	130	42	1138	286	3	28	26	43	1138	14580	4	37	26	33	1140
Gifted/talented program																						
Yes	19	7	37	12	63	0	0	0	0	1159	19	37	63	0	0	1159	517	28	65	6	1	1156
No	290	3	1	75	26	82	28	130	45	1137	267	1	25	28	46	1137	14350	3	35	27	35	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number